Reading Rockets Presents....

2005-2006 Teleconference Series: Achieving Success in Reading

November 2, 2005 Noon - 1 pm EST

Differentiated Reading Instruction: Teaching Every Child

Your free bonus conferences include...

Robert reads well in Spanish but speaks very little English. Marisa has trouble decoding basic stories. And Ms. Johnson, their 2nd grade teacher, must teach them both to read — along with 23 other students. *How?* She must differentiate classroom instruction. *Teaching Every Child*, the first teleconference in the Reading Rockets 2005-2006 teleconference series, will outline the most effective strategies teachers can use to address the many different needs of each of their students — so that kids capable of learning to read, like Robert and Marisa, won't fall behind.

Panelists: Dr. G. Michael Pressley, Dr. Louise Spear-Swerling and Dr. Carol Ann Tomlinson

March 22, 2006 Noon - 1 pm EST

Building Pre-Reading Skills: From Babbling to Books

Young children who perform better than their peers in reading do so for several reasons, but one of the most overlooked is this — lots of family talk. Far too many young children come to school with poor oral language skills because they just don't know enough words. The good news is that helping a young child is simple. By engaging kids in rich stories and having meaningful conversations with them, you — as a parent or a daycare provider or a preschool teacher — can help improve their oral language skills, which will eventually help them become better readers. *From Babbling to Books*, the second teleconference in the Reading Rockets 2005-2006 series, will stress the importance of working with young children early to develop language and pre-reading skills. It will provide adults who work with young children with research-based strategies that can help lay the foundation for building strong readers.

Panelists: Dr. Sharon Ramey, Todd R. Risley and Dr. Julie Washington

Sharon Landesman Ramey is the director of the Center for Health and Education at Georgetown University. Drs. Sharon and Craig Ramey are widely considered to have done the most extensive work to date on what permanently enhances development in young children. Their numerous studies have shown dramatic gains in learning and accomplishment as the result of nurturing care in early childhood.

Dr. G. Michael Pressley is a professor of educational psychology and teacher education. In recent years, his most notable work has been documenting the nature of primary-grade classrooms where engagement and achievement are high.

Todd R. Risley is professor emeritus of psychology at the University of Alaska and former professor of human development and senior scientist of the Bureau of Child Research at the University of Kansas. He is the co-author of Meaningful Differences and Learning to Talk.

Dr. Louise Spear-Swerling is a professor of special education and the reading and area Coordinator of the Graduate Program in learning disabilities at Southern Connecticut State University. She is co-author of *Off Track: When Poor Readers Become Learning Disabled* and *Teaching for Thinking*.

Dr. Carol Ann Tomlinson is a professor in the Educational Leadership, Foundations and Policy department at the University of Virginia. Her career as an educator includes 21 years as a public school teacher, with 12 years as a program administrator of special services for struggling and advanced learners.

Julie Washington is a professor in the department of Audiology and Speech Language Pathology at Wayne State University. Her research focus is language development and language disorders in African American children at the time of school entry and emergent literacy skills of high-risk preschoolers.

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